

UNIVERSITI TEKNOLOGI MARA

**THE RELATIONSHIP BETWEEN LEADERSHIP
STYLE, EMOTIONAL INTELLIGENCE AND
ORGANISATIONAL LEARNING AMONG
ACADEMIC STAFF IN MALAYSIAN HIGHER
EDUCATIONAL INSTITUTIONS**

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Dissertation submitted in partially fulfilment of the requirements for
the degree of
Master of Education

Faculty of Education

January 2012

Declaration

“I hereby declare that the work of this dissertation is mine except for the quotations and summaries that have been duly acknowledged”.

(HANISAH BT BON (KASBON))

Date: 5th December 2011

Pengakuan

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

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Tarikh: 5hb Disember 2011

Abstract

This study was conducted to investigate the relationship between perceived leadership styles and emotional intelligence on organisational learning among academics of Malaysian higher educational institutions. Specifically, the study attempted to 1) investigate the level of organisational learning, emotional intelligence and perceived leadership styles of academics of higher education institutions of Malaysia; 2) identify the relationship of perceived leadership styles and emotional intelligence on organisational learning of academics of higher education institutions of Malaysia and 3) identify the contributor of each significant of leadership styles and emotional intelligence on the variance of organisational learning.

The questionnaire was distributed to a total of 150 randomly selected respondents and the responses rate was 83% or 125 questionnaires were returned and only 120 questionnaires were duly completed and used in analysis. Data were collected using the survey method and were descriptive statistically analysed.

From the study, the findings revealed that the level of organisational learning perceived by the respondents was at moderate level and perceived transformational and transactional styles were both at moderate but slightly higher for transformational. In addition, most academics scored high for their emotional intelligence level. For the relationship between organisational learning and the independent variables, the findings suggested that there was a positive and moderate relationship between organisational learning and transformational leadership and also moderate relationship with one of the emotional intelligence cluster namely self emotional appraisal. In terms of determining the contributor of each significant of leadership styles and emotional intelligence on the variance of organisational learning, it revealed that 35.5% of the variance in organisational learning scores can be predicted from the variables of transformational leadership and self emotional appraisal.

From the findings of the study, it could be summarised that transformational leadership plays a significant role in organisational learning process as a whole. In addition, learning environment in organisations could facilitate organisational members to enhance emotional intelligence ability and at the same time, promote continuous learning both at individual and organisational level.

Abstrak

Kajian ini dijalankan untuk mengkaji hubungan antara persepsi gaya kepimpinan dan kepintaran emosi dalam organisasi pembelajaran di kalangan akademik institusi pengajian tinggi Malaysia. Secara spesifik, kajian ini ingin 1) mengkaji tahap organisasi pembelajaran, kepintaran emosi dan tanggapan tingkahlaku kepimpinan di institusi pengajian tinggi Malaysia; 2) mengenalpasti hubungan antara tanggapan tingkahlaku kepimpinan dan kepintaran emosi ke atas organisasi pembelajaran di institusi pengajian tinggi Malaysia; 3) mengenalpasti sumbangan pembolehubah gaya kepimpinan dan kepintaran emosi yang signifikan terhadap organisasi pembelajaran.

Soal selidik dijalankan ke atas seramai 150 responden yang dipilih secara rawak dan kadar respon adalah 83% atau 125 soal selidik dipulangkan dan hanya 120 soal selidik digunapakai untuk dianalisa. Data kajian diperolehi melalui kajian soal selidik dan data dianalisa secara deskripsi statistik.

Daripada kajian ini, hasil kajian menunjukkan tahap organisasi pembelajaran adalah dianggap pada tahap sederhana dan tahap tanggapan tingkahlaku adalah sederhana untuk transformasi dan transaksi tetapi sedikit tinggi tahapnya untuk transformasi. Selain itu, hampir keseluruhan akademik bersetuju kepintaran emosi mereka adalah tinggi. Untuk hubungan antara organisasi pembelajaran dengan pemboleh ubah tak bersandar, hasil kajian menunjukkan terdapat hubungan yang positif dan sederhana antara organisasi pembelajaran dengan kepimpinan transformasi serta hubungan yang sederhana dengan satu kkluster kepintaran emosi iaitu penilaian emosi sendiri. Untuk menentukan sumbangan pengaruh serentak antara setiap signifikan gaya kepimpinan dan kepintaran emosi terhadap organisasi pembelajaran, dapatan menunjukkan terdapat 35.5% varian ketiga-tiga pemboleh ubah tak bersandar iaitu kepimpinan transformasi, penilaian emosi sendiri dan organisasi pembelajaran.

Daripada hasil kajian, dapat dirumuskan kepimpinan transformasi memainkan peranan penting di dalam proses pembelajaran organisasi secara menyeluruh. Selain itu, persekitaran pembelajaran di dalam organisasi dapat membantu ahli organisasi untuk membangunkan kebolehan kepintaran emosi dan pada masa yang sama, menggalakkan pembelajaran berterusan pada peringkat individu dan organisasi.

Acknowledgement

“In the name of God, the Most Gracious and Most Merciful”

First and foremost, I would like to extend my deepest gratitude to ALLAH the ALMIGHTY. Given the strength, knowledge and good health, I am very much thankful for the blessing and his infinite bounty.

I would like to thank to my supervisor, Dr Norsidah Mohammed Noordin for her treasured supervision, invaluable guidance and continuous support to complete this dissertation. She is most responsible for this study becoming a reality. Without her encouragement, it would be impossible for me to complete this study.

I would also like to dedicate my appreciation to my parents, Bon @ Kasbon Sajuri and Ramlah Sudin for their support. Thank you for the patience and understanding through my graduate programme.

Last but not least, I would like to express my gratitude and thanks to the Faculty of Education, UiTM Shah Alam for the support, and also to the respondents who willing to help me by participating in the study. In addition, my appreciation is also extended to all lecturers and friends who have contributed to this study directly or indirectly and gave me motivation and encouragement in making my goal a reality.